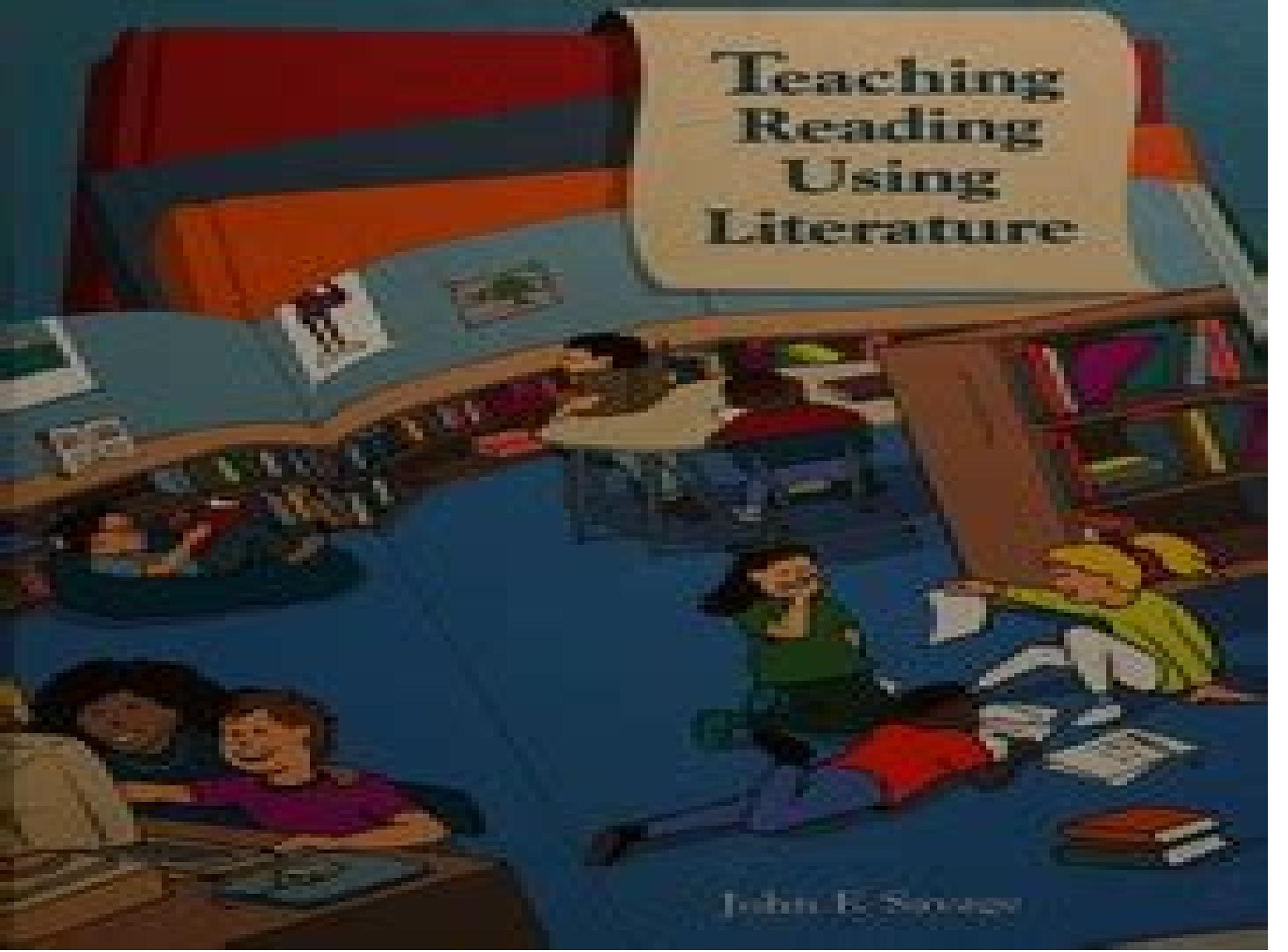


# Teaching Reading Using Literature



John E. Sarason

# Teaching Reading Using Literature

**Mildred R. Donoghue**



## **Teaching Reading Using Literature:**

**Teaching Reading with Literature** Gail E. Tompkins, Lea M. McGee, 1993 Complete with step by step action plans this book provides the theories techniques and tools pre service and in service teachers need to implement an effective literature based reading program

**Teaching Reading Using Literature** John F. Savage, 1994 Teaching with Children's Literature Margaret Vaughn, Dixie D. Massey, 2021-10-12 Machine generated contents note Foreword Elfrieda H Hiebert 1 Introduction Beliefs about Children s Literature 2 What Is Purposeful Teaching with Literature 3 What Matters When Teaching with Literature in the Classroom 4 What Do Books Have to Offer 5 How Can We Help Students Understand the Books They Read 6 How Can We Encourage Students to Read Widely 7 How Can We Incorporate Expository Text Purposefully 8 How Can We Use Writing and Discussing to Make Sense of Reading 9 How Can We Encourage Reading Beyond the Classroom 10 How Do We Put It All Together Appendix A Books to Support Student Agency Appendix B Books to Talk about Visioning with Students Appendix C Books by Genre Appendix D Book Awards Appendix E Popular Series Books Appendix F Book Club Choices Appendix G Children s and Teen Choice Awards References Children s Literature Children s Literature by Appendix Index Teaching Reading in the Content Areas Vicki Urquhart, Dana Frazee, 2012 Based on interactive elements that apply to every reading situation the authors explain instructional strategies that work best in the subject areas and how to optimize those classrooms for reading writing and discussion Reading to Make a Difference Lester L. Laminack, Katie Kelly, 2019 Reading to Make a Difference shows teachers how to move beyond including diverse literature in their classroom to become caring citizens and agents of change With examples from many classrooms across grade levels Lester and Katie engage students in critical conversations around topics that arise in literature and in life They share concrete steps for how teachers can support students to take action and make a difference in their classroom school or community *Becoming a Reader* Elizabeth K. Huss-Larson, 1993 Teaching Reading Using Picture Books, Grades 2-3 Creative Teaching Press, Traci Ferguson Geiser, 2005-01-01 This resource book provides teachers with an easy guide to help students develop phonemic awareness phonics vocabulary fluency and comprehension skills Included are ready to go activities to help teachers meet specific learning objectives

**Learning with Literature in the Canadian Elementary Classroom** Joyce Bainbridge, Sylvia Joyce Pantaleo, 1999-11 Grade level 1 2 3 4 5 6 7 k p e i t

**Teaching Children's Literature** Christine Leland, Mitzi Lewison, Jerome Charles Harste, 2013 Offers a fresh perspective on how to implement childrens literature across the curriculum in ways that are both effective and purposeful It invites multiple ways of engaging with literature that extend beyond the genre and elements approach and also addresses potential problems or issues that teachers may confront

**Literature as a Way of Knowing** Kathy Gnagey Short, 1997 Why do teachers use literature in their classrooms What does literature add to children s lives and to the curriculum Why is literature important at all Kathy Short answers these and other questions in this introductory book on how to integrate literature into your curriculum

Reading real books adds to the process of understanding and learning. Of course teachers have always included real books in their classrooms but now they are making them integral to the curriculum. However, well-constructed basal programs cannot provide the variety and choice of reading materials that meet the equally wide range of students' interests and needs. Stories that are worth reading and that extend children's experiences and enrich their minds also motivate them to making reading part of their lives. Kathy outlines the four roles literature plays in the curriculum. Literature is a way to learn language, not just reading but writing too. Literature enhances learning in content areas: social studies, sciences, mathematics, and the arts. Literature is one pathway to knowing and understanding the world. Literature opens up an awareness of society and culture. Because literature should be part of a curriculum that provides a meaningful engagement with language, she shows you how to use real books to give children opportunities to learn. You will enjoy her practical suggestions for implementing a variety of teaching strategies so that children have opportunities to learn about language through independent reading, reading aloud, partner reading, and sharing readers, theatre, and choral reading, author studies, literature circles. And you will be able to develop important reading strategies through mini-lessons, conferences, and shared and guided reading. As an example of a curricular framework, Kathy explains the authoring cycle which uses inquiry to involve students deeply in a theme or topic. She concludes with a discussion of evaluation as part of the curriculum and offers specific examples of evaluation techniques and samples of the appropriate forms. As in the other volumes in this series, there are Dialogues that invite you to reflect on your own teaching, Shoptalks that provide brief reviews of relevant professional literature, and Teacher To Teacher Field Notes, comments by classroom teachers on their own successful teaching ideas.

[The Use of Children's Literature in Teaching](#) Alyson Simpson, 2016-03-22. [The Use of Children's Literature in Teaching](#) reveals the impact of politics, professional guidelines, and restrictive measurements of literacy on the emerging identities of young teachers. It places renewed emphasis on the importance of creative teaching with children's literature for the empowerment of teacher agency to enhance the learning of their students. Framing the debate alongside the issue of teacher autonomy, Simpson describes results from a two-year study which brings together information from interviews, surveys, document analysis, and digital stories from Australia, Canada, the UK, and the US to assess the role of children's literature in pre-service teacher education. Through cross-cultural comparison, this research captures the different levels of connection between politics, education systems, higher education, and pre-service teachers. It exposes how politics, narrow views of professionalism, and program structures in teacher education may adversely affect the development of pre-service teachers. This book presents a strong case that reading and responding critically to literary texts leads to better educational outcomes than basic decoding and low-level comprehension training. As such, this book will be of great interest to researchers and scholars working in the areas of teacher education and literacy and primary education. It should also be essential reading for teacher educators and policymakers.

[Using Literature to Enhance Content Area Instruction](#) Rebecca Olness, 2007. Provides research-based strategies for integrating content area and

literacy instruction using trade books Includes lesson plans and ideas for assessment Teaching Reading and Writing Using Literature and the Computer Gwen Ann Geyer,1989 **Teaching Reading Using Picture Books** Traci Ferguson Geiser,2005-08-01 The book is designed to provide teachers with an easy guide to cover five key elements of reading instruction i e phonemic awareness phonics fluency vocabulary and comprehension while reading popular literature selections Resources in Education ,1994 *Using Children's Literature* Katherine Sublett Minardi,University of North Florida. College of Education and Human Services,1994 **Using a Literature-based Approach to Teaching Reading** Doris J. Peterson,1992 *Reading and Learning to Read* Jo Anne L. Vacca,2003 In this text some of the core beliefs about reading and learning to read include the following children use language to seek and construct meaning from what they read hear and view reading writing speaking listening and viewing are interrelated and mutually supporting as children learn and use them learning to read involves learning how to decode words quickly and accurately children learn to read as they read to learn enjoy communicate and solve problems children need to be exposed to a broad spectrum of reading materials and literature including electronic texts children develop skills and strategies through explicit instruction and purposeful meaningful use children deserve assessment techniques and processes that mirror the authentic ways they demonstrate their continually developing literacy children benefit from classroom communities in which materials curriculum instruction practice and assessment celebrate their diverse constitutions teachers parents and administrators should make decisions based on how children learn and how they can best be taught The text continues to emphasize a contemporary balanced approach to teaching reading and writing with a renewed emphasis on integrating technology accommodating the needs of diverse learners developing early and beginning readers with a strong focus on phonemic awareness and strategies for teaching phonics and teaching young adolescents in middle school Pref **Teaching Them to Read** Dolores Durkin,2004 Reissued as part of the Allyn Bacon Classics in Education series Durkin s landmark text on balanced reading instruction where reading equates with comprehension features a new Foreword by Dick Allington As we begin the 21st Century Allyn Bacon joins with renowned scholars to recognize the contributions its texts have made to the field of education Allyn Bacon Classics in Education honors those authors and books that have made significant advancements in student understanding and appreciation of the discipline Each title in the series begins with a new in depth Foreword written by one of today s top scholars which contains a brief biography of the text s author and analyzes the text s historical and enduring contributions Cohesive engaging and generous with carefully selected content Teaching Them to Read Sixth Edition is a modern classic in the field Grounded in solid research and practice this outstanding text gives your students specific suggestions on how to promote literacy in ways that are interesting and meaningful for students The content covered is comprehensive but not overwhelmingit shows with some deliberate repetition and periodic summaries what is most important This Classics Edition features a new Foreword by renowned scholar Dick Allington of The University of Florida at Gainesville **Using**

**Literature Activities to Teach Content Areas to Emergent Readers** Mildred R. Donoghue, 2001 Divided into four sections text includes more than 500 activities which are planned to meet the development levels interests and abilities of children in grades K to 3 who are emergent readers in the beginning literacy program

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